

STATEMENT OF ACTIVITIES 1988-89

State Board of Education
State Department of Education

State of Connecticut

William A. O'Neill, Governor

Board of Education

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Commissioner of Higher Education

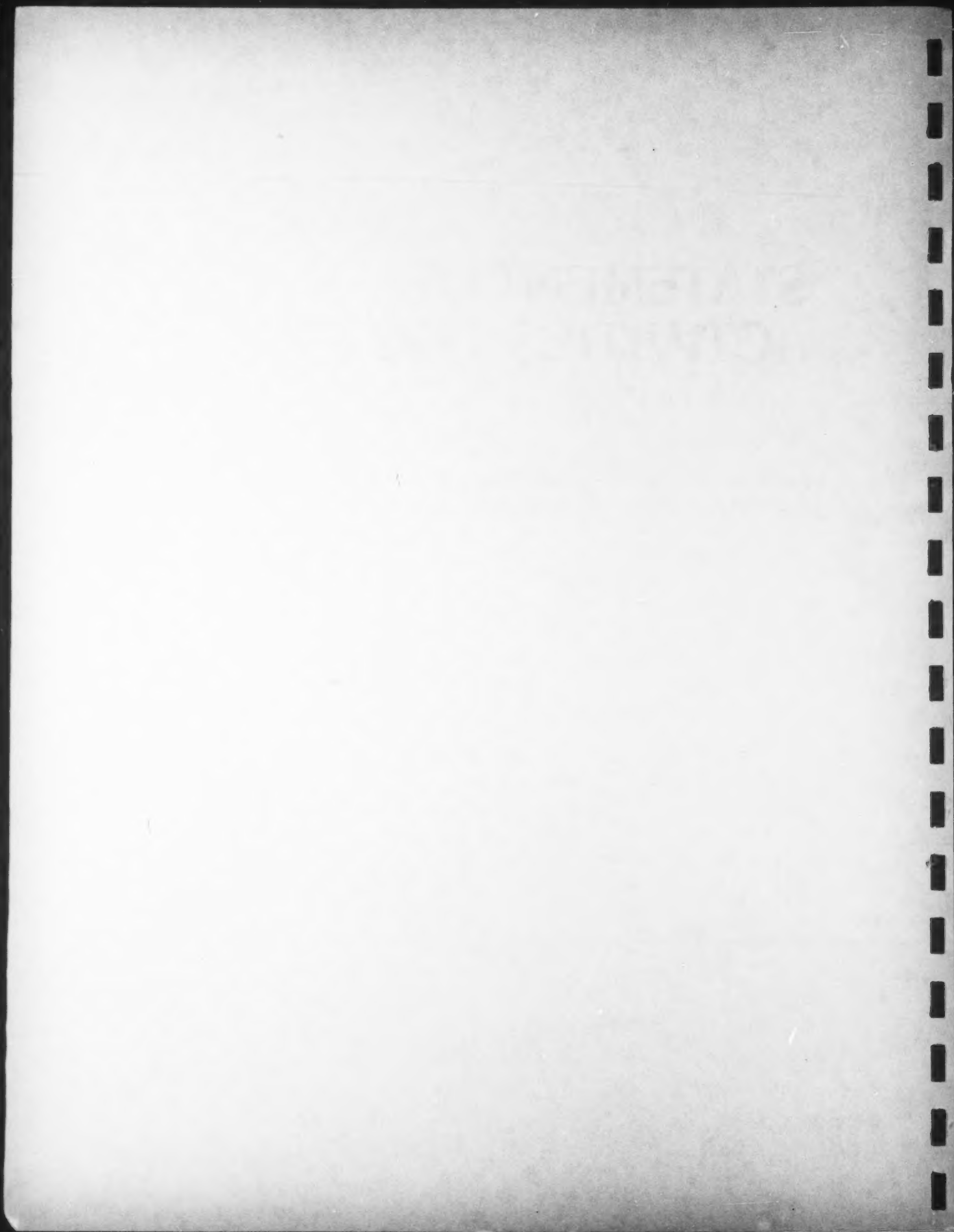
Gerald N. Tirozzi
Commissioner of Education

Frank A. Altieri
Deputy Commissioner
Finance and Operations

Scott Brohinsky
Deputy Commissioner
Program and Support Services

STATEMENT OF ACTIVITIES 1988-89

**An Annual Report of the State Board of Education and
State Department of Education**



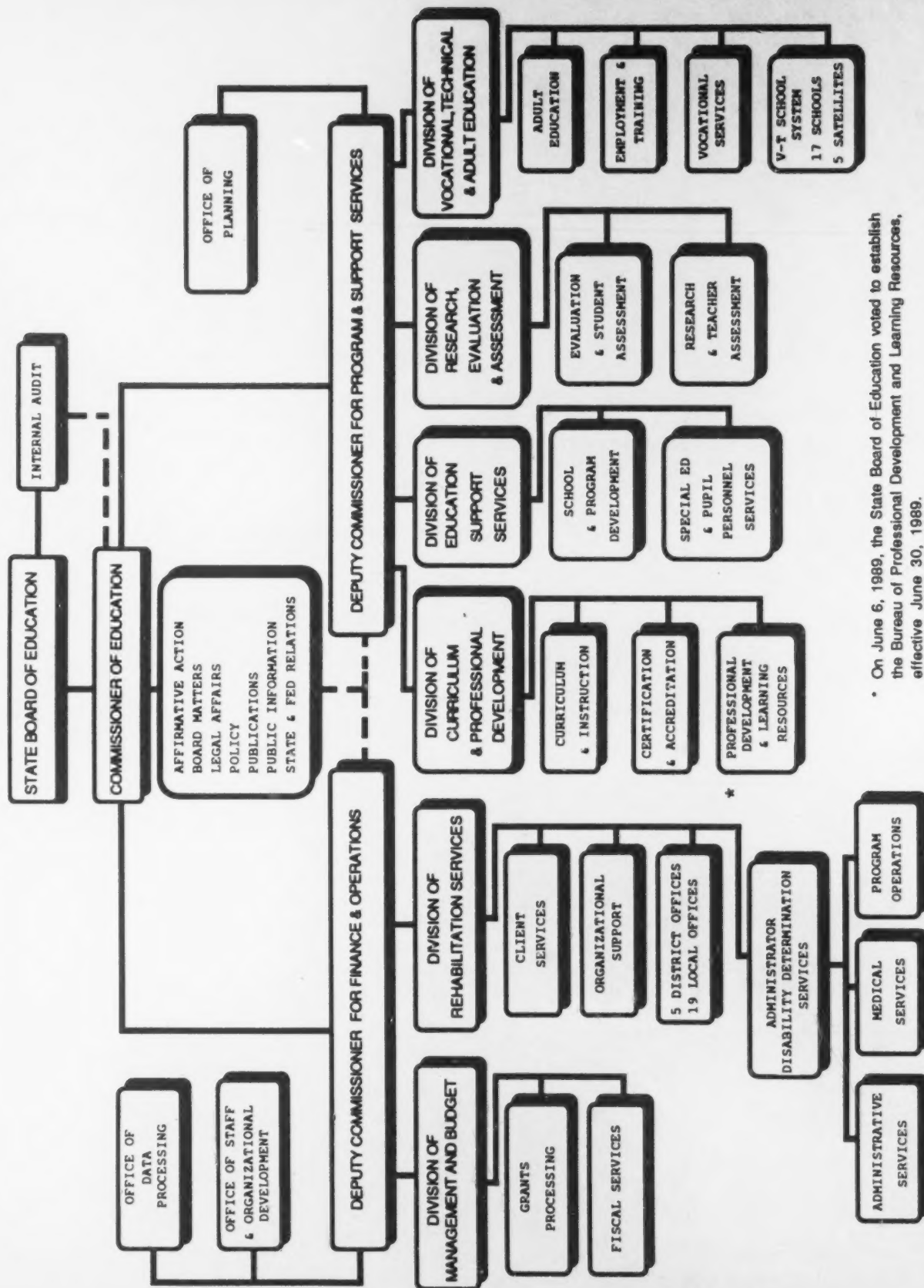
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CONNECTICUT STATE DEPARTMENT OF EDUCATION



* On June 6, 1989, the State Board of Education voted to establish the Bureau of Professional Development and Learning Resources, effective June 30, 1989.

OVERVIEW

The third year of programs and activities under the landmark Education Enhancement Act continued to demonstrate dramatically the success of the legislation's salary and professional development provisions, while administration of these grants and programs continued to be a central focus of State Department of Education activities.

Passed by the General Assembly in June 1986, the act made available more than \$360 million for teacher salaries during 1986-87, 1987-88 and 1988-89, set new certification standards and provided for innovative professional development opportunities for Connecticut educators. Through 1988-89, salaries for both starting and experienced Connecticut teachers had increased dramatically, and the state's average teacher salary had moved from 13th to 2nd highest in the nation; experienced teachers were taking advantage of professional development opportunities established and funded by the legislation; and reports indicated that recruitment of qualified persons into the teaching profession in Connecticut is becoming easier.

Increased salaries and opportunities for professional development help to professionalize teaching. Also contributing to achieving this goal is the Permanent Advisory Council on the Teaching Profession, established and appointed by the State Board of Education during 1988-89.

Also during the year, the Department prepared to implement the Education Cost Sharing Grant (ECS), which was established by legislation during the 1988 session of the General Assembly. Effective in 1989-90, the first of a four-year transition to the new grant, ECS will combine the pool of money previously made available through the Guaranteed Tax Base formula and the Education Enhancement Act, and add annually to this base, in a comprehensive equalization grant. The new grant represents a major commitment by the state to continue to provide a financial base for educational equity and quality throughout Connecticut.

Greater emphasis on the health and well-being of Connecticut students resulted in increased activity in support of local efforts to meet students' needs. The Department provided materials and technical assistance on a wide range of health issues, including AIDS education. Particular emphasis was placed on better training for school staff in the prevention of suicide, substance abuse and child abuse.

For the first time, the requirement that substance abuse prevention education be provided in Connecticut schools was a subject of the Department's Program Compliance Review (PCR) process. Each year, this comprehensive monitoring process reviews state and federal programs funded in school districts, regional educational service centers, the vocational-technical schools and state agencies. In 1988-89, approximately 70 Department staff members were involved in the PCR process.

Several interagency activities—both expanded and new—continued to focus on identifying and meeting the diverse needs of learners disadvantaged (or potentially disadvantaged) by a variety of circumstances. Collaborative efforts provided preventive or remedial services to learners of all ages; for example, children from birth to age three, and adults with limited English proficiency.

Organization and Responsibilities

The State Board of Education is responsible for assuring that each student in Connecticut's public schools is provided a suitable educational experience. In 1988-89, the schools enrolled 464,445 students (K-12), including students attending the 17 schools in the State Vocational-Technical School System.

A nine-member Board of Education decides policy, provides technical assistance to educators in local and regional school districts, protects the interests of the state by enforcing educational mandates, and serves as an advocate for both young and adult learners.

Members of the State Board of Education are appointed to four-year terms by the Governor, subject to the approval of the General Assembly. Chairperson of the Board is Abraham Glassman, South Windsor, whose term continues until March 1, 1991. Other Board members who will serve until March 1, 1991, are Vice Chairperson Rita Hendel, New London; A. Walter Esdaile, New Haven; John Mannix, Wilton; and Julia Rankin, Ashford. George T. Carofino, Litchfield; Warren J. Foley, Canaan; and Beverly P. Greenberg, West Hartford, will serve until March 1, 1993. The 1989 appointment of Lucas Isidro is subject to approval by the General Assembly in 1990. Norma Foreman Glasgow, commissioner of higher education, is an ex officio member. The commissioner of education, who is the secretary of the Board and the administrative head of the Department, is appointed by the Board of Education. Gerald N. Tirozzi is in his second four-year term as commissioner.

The seven goals of the Board are:

- I. To ensure equity for all children;
- II. To improve effectiveness of teachers and teaching;
- III. To improve skills for future employment;
- IV. To improve and expand adult education programs;
- V. To improve and expand early childhood programs;
- VI. To improve the quality of instruction and curriculum; and
- VII. To report on the condition of education in Connecticut.

The Board has adopted three additional operational goals reflecting its continuing commitment to high-quality state-operated services:

- VIII. Regional Vocational-Technical Schools;
- IX. Rehabilitation Services; and
- X. Agency Management.

This *Statement of Activities* report incorporates activities in support of these operational goals, as appropriate, under Major Achievements.

1988-89 Focus of the State Board and State Department of Education

Data reflecting the change in salary levels of Connecticut teachers continue to provide the most dramatic early evidence of the impact of the Education Enhancement Act. The mean salary of Connecticut teachers and support staff in September 1988 was \$38,140, an increase of \$8,703 or 29.5 percent over the 1986 average pre-enhancement salary. The average salary of beginning teachers and support staff in 1988-89 was \$22,276, an increase of 30.3 percent over the 1986 pre-enhancement level. In addition, all of the state's 166 school districts had starting salaries at or

above \$20,000—the minimum targeted by the Education Enhancement Act—compared to just eight districts in 1986 prior to enhancement.

Programs that address teacher standards continued to be priorities during 1988-89. In the final year of the Beginning Educator Support and Training (BEST) pilot program, 650 mentors were placed with beginning teachers in 67 public school districts and several private special education facilities. The assessment component of BEST — in which each beginning teacher receives six independent evaluations during the year — was piloted for the first time; approximately 1,200 individual classroom observations were conducted. With all piloting completed, BEST was ready for full implementation as of July 1, 1989. Also, 1,900 educators were trained to serve as cooperating teachers (to be assigned to student teachers) or mentors (to be assigned to beginning teachers).

A great deal of effort also was focused on completing preparations for the July 1, 1989, implementation of a three-tier certification system, as required by the Education Enhancement Act. The new continuum calls for three levels of certification: initial, provisional and professional. During 1988-89, new certification regulations were completed and, following adoption, disseminated; new certificates were designed; and staff and systems were readied to convert approximately 37,000 standard or permanent certificates to professional educator certificates during the summer of 1989.

As a key element in its efforts to professionalize teaching, the State Board of Education established, in February 1989, the Permanent Advisory Council on the Teaching Profession. The 15-member group includes nine educators, six of whom are classroom teachers, and six lay members. Members were appointed by the Board in June 1989 following a comprehensive selection process conducted by the Department of Education. The role of the council is to "advise the State Board of Education on matters pertaining to teacher preparation, certification and professional development."

Efforts to advance quality and integrated education throughout Connecticut also were priorities for the State Board and State Department of Education during 1988-89. A *Report on Racial/Ethnic Equity and Desegregation in Connecticut Public Schools*, presented by the Department to the Board in January 1988, documented growing racial and ethnic isolation in Connecticut, asserted that integrated education is an essential component of quality education, and made four broad recommendations that emphasized voluntary approaches to integrating Connecticut schools.

At the direction of the Board, the Department conducted a year of intensive follow-up study that included meeting with thousands of Connecticut citizens to solicit their suggestions for voluntary ways to reduce racial and economic isolation in the state. This activity culminated in the April 1989 report *Quality and Integrated Education: Options for Connecticut*. The report recommended that several planned or existing activities be refocused to further quality and integrated education, advanced new initiatives (magnet schools, interdistrict collaboration in building and renovating schools for joint use, recruitment of more minority teachers and paraprofessionals) and challenged the business community to provide financial support to expand quality and integrated educational opportunities.

As 1988-89 came to a close, the General Assembly passed legislation that will expand opportunities for quality and integrated education in Connecticut. Funding for the Interdistrict Cooperative Grant Program — which was modified in 1987 to put greater emphasis on quality, integrated education — was increased from approximately \$300,000 in 1988-89 to more than \$1 million in 1989-90. Initial funding of \$300,000 was authorized for a new program, to begin in 1990, to train paraprofessionals (many of whom are members of minority groups) to become teachers. Funding also was authorized to build or renovate schools to house permanent magnet

programs in three regions of the state. Hartford will renovate a school to serve as an early childhood education magnet center for children from Hartford and West Hartford. New Haven will build a regional health and business magnet high school, while Bridgeport, with the support of six suburban districts, will construct a waterfront Regional Vocational Agriculture/Aquaculture Center.

Table 1
State Department of Education
Resources

General Fund						
	Positions	Personal Services	Other Expenses	Other Current Expenses	Equipment	Grants and Other Payments
Management and Budget	110	\$ 3,457,465	\$ 474,408	\$ 57,500	\$ 507,744	\$824,877,793
Rehabilitation Services	8	441,093	4,432	40,000	-	5,209,084
Data Processing	9	460,324	1,270,726	-	-	-
Staff and Organizational Development	14	569,760	39,376	-	-	-
Curriculum and Professional Development	61	2,493,615	547,259	63,000	-	15,967,251
Education Support Services	25	1,147,046	455,629	113,000	-	207,244,055
Vocational, Technical and Adult Education	32	1,474,143	525,760	1,119,835	-	13,860,116
Vocational-Technical School System	1,551	51,219,276	9,206,011	-	462,643	-
Planning	3	132,010	45,278	-	-	-
Research and Evaluation	20	939,633	505,808	1,147,091	-	2,850,654
Commissioner's Office	21	993,684	324,990	-	-	1,003,000
Internal Audit	9	360,060	76,027	-	-	-
Total	1,863	\$63,688,109	\$13,475,724	\$2,540,426	\$970,387	\$1,071,011,953
General Fund		\$ 1,151,686,599				
Federal and Other Funds		\$ 156,570,431				
Department		\$ 1,308,257,030				

"Connecticut and Puerto Rico: An Educational Partnership," a formal working relationship between the Connecticut State Department of Education and the Department of Public Instruction in Puerto Rico, continued in 1988-89. The partnership is aimed at addressing factors that impede the academic progress of Puerto Rican students who frequently move between Connecticut and the

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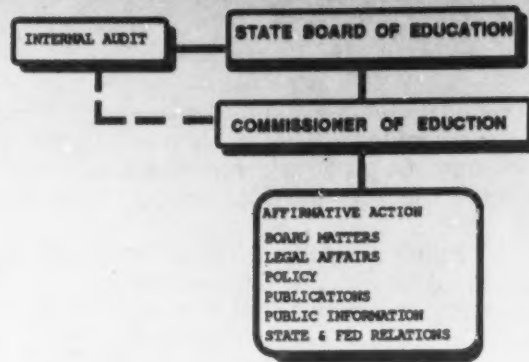
Federal and Other Funds					
Positions	Personal Services	Other Expenses	Equipment	Grants and Other Payments	Total
13*	-	-	-	-	-
296	\$14,395,115	\$6,363,370	\$16,280	-	\$ 20,774,765
1	-	-	-	-	-
0	-	-	-	-	-
13*	1,110,539	553,478	13,193	\$ 2,863,282	4,540,492
44	6,318,679	1,308,744	30,450	107,253,717	114,911,590
54	3,029,719	369,351	8,289	9,116,863	12,524,222
44*	2,079,143	1,740,219	-	-	3,819,362
1	-	-	-	-	-
10*	-	-	-	-	-
7*	-	-	-	-	-
-	-	-	-	-	-
483	\$26,933,195	\$10,335,162	\$68,212	\$119,233,862	\$156,570,431

* These positions are supported by funds reported in other operating divisions of the agency.

island. Activities included intensive workshops involving educators from Connecticut and Puerto Rico, development of a program to compare curriculums, and initiation of a method to more quickly track the school records of students who move between Connecticut and Puerto Rico.

Other cooperative efforts on behalf of learners who may be at risk of educational failure included several expanded or new interagency programs. The Department of Education worked with such agencies as the Departments of Children and Youth Services, Human Resources, and Health Services on projects ranging from refocusing child welfare services to providing appropriate learning opportunities to adults with specific job training needs. One collaborative project is a school-based demonstration family resource center program, with the Department of Human Resources as the lead agency. The program is designed to provide a comprehensive, integrated, community-based system of family support and child development services which include full-time preschool child care, school-age child care, teen pregnancy prevention services, parent training for new and expectant parents, adult literacy services, resource and referral services, and support and training services for family day care home providers. During 1988-89, planning took place for three centers scheduled to open in Hartford, Killingly and North Branford during the summer and fall of 1989.

The Board's priorities—equity, quality and a full range of learning opportunities for all Connecticut citizens from birth through adulthood—are exemplified in the programs and activities carried out by the Board's operating agency, the State Department of Education. In this report, achievements are listed by divisions or by staff offices within the two deputy commissioners' offices. The Roman numeral(s) in parentheses after each achievement indicate(s) the Board goal(s) to which the activity relates most directly. Agency accomplishments that merit special emphasis are described in the section on the Office of the Commissioner.



The State Department of Education carries out, on a day-to-day basis, functions mandated to the Board in *Connecticut General Statutes*:

...general supervision and control of the educational interests of the state...[including] preschool, elementary and secondary education, special education, vocational education and adult education...provide leadership and...promote the improvement of education in the state...keep informed as to the condition, progress and needs of the schools...develop...evaluation and assessment programs designed to measure...the adequacy and efficacy of educational programs offered by the public schools...Submit to the governor...and to the [education] committee of the general assembly...a detailed statement of the activities of the board and an account of the condition of the public schools and the amount and quality of instruction....

The commissioner of education is the chief executive officer of the State Department of Education and is responsible for the overall management of the Department. Functions performed by staff of the commissioner's office are Affirmative Action, Board Matters, Legal Affairs, Policy, Publications, Public Information and State and Federal Relations.

Affirmative Action. This unit is responsible for the development and implementation of the State Department of Education's Affirmative Action Plan pursuant to Connecticut General Statutes 46a-68. The staff reviews all personnel actions to ensure equal employment opportunity, trains Department staff in fair employment practices, processes internal affirmative action grievances and coordinates with the Commission on Human Rights and Opportunities on discrimination complaints filed against the Department.

Board Matters. A member of the commissioner's staff provides liaison to the State Board of Education. This person furnishes the board with timely and accurate information relevant to issues under consideration by the Board, and records and documents Board actions in accordance with state law. This office also informs Department staff of Board actions relating to their areas of responsibility.

Legal Affairs. This office reviews contracts, agreements and regulations; handles complaints and inquiries regarding the educational interests of the state; and supervises Department participation in hearings, appeals and teacher/board of education conciliations and arbitrations. The staff also provides liaison with the state's Attorney General's Office and provides information about educational rights to Department staff, local school districts, parents and citizens. Oversight of the special education hearing system also is a responsibility of this office. The staff ensures that

exceptional children and their parents, or other legally designated representatives, are afforded rights accorded to them in state and federal laws. A parent who fails to obtain satisfactory resolution of a problem concerning special education at the local level may request that the State Board of Education provide a hearing or mediation.

Policy. Functions include assisting in the coordination of Board and Department policy; supporting the commissioner in carrying out such policies; enhancing the image of the Department; facilitating communications with other organizations, groups and individuals; and assisting in the overall effectiveness of the Department.

Publications. This office is responsible for editing and producing Department publications, providing consulting services to Department personnel as they prepare materials for publication, and maintaining the quality of the materials and publications issued by the Department.

Public Information. This office answers and coordinates all public inquiries to the Department, including calls to the Governor's Information Line. Office staff also respond to all requests from the media. Staff members develop news releases, articles and other material. The office helps the State Board of Education keep up-to-date and responsive to the public by maintaining a weekly news clipping service. Additionally, office staff members organize and implement the distribution of annual and special Department publications.

State and Federal Relations. At the state level, this office assists with all Department activities related to the executive and legislative branches of state government. The attorney who heads this office coordinates and guides the Department's proposed legislation package through the General Assembly and provides liaison with the Education, Appropriations and Finance committees for matters concerning legislation, regulations, funding and constituent concerns. Following each legislative session, all school districts and educational organizations are provided with up-to-date information on new laws concerning education. At the federal level, this office provides liaison with Congress and Washington-based or regional executive and legislative offices. To provide the Board and the Department with timely information regarding legislation and other actions that may affect education in Connecticut, the staff also maintains contact with a host of national educational agencies and organizations.

Major Achievements of the Department of Education

Activities undertaken by the various divisions and offices of the Department of Education are supported, as appropriate, by members of the Commissioner's staff. Department accomplishments described here merit special emphasis; more detailed discussions of the activities and achievements of the divisions and offices appear in the sections that follow.

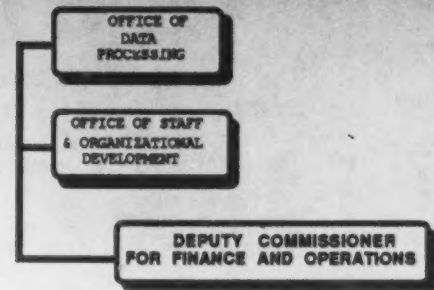
- The Department conducted a year of intensive study as follow-up to its initial report on racial and ethnic equity in Connecticut schools (January 1988). Meetings were held with thousands of residents throughout the state to obtain their suggestions for voluntary approaches to reducing racial and economic isolation in Connecticut. This effort resulted in a second report, *Quality and Integrated Education: Options for Connecticut*, published in April 1989. This report recommended that several planned or existing activities be refocused to further quality and integrated education, proposed new initiatives (magnet schools, interdistrict collaboration in building and renovating schools for joint use, recruitment of more minority teachers and paraprofessionals), and challenged the business community to provide financial support to expand opportunities for quality and integrated education.

- During 1988-89, Department staff members carried out many activities aimed at implementing the various provisions of the Education Enhancement Act. Comprehensive certification regulations reflecting the new three-tier certification continuum were completed and, following adoption, disseminated throughout the state. Staff members also assisted in implementing the new alternate route to certification and continued the development of methods and instruments for testing prospective teachers as required by the new law. In addition, the third year of the salary provisions of the Education Enhancement Act saw continued increases in teachers' salaries statewide.
- In the critical area of teacher assessment, the Department completed the second phase of the Connecticut Teacher Subject Knowledge Examination Program (CONNTENT), involving the statewide validation and standard setting for six National Teacher Examination tests. Test validation work in the remaining seven subject areas was begun.
- The Institute for Teaching and Learning offered more than 145 professional development sessions for the state's teachers during the summer of 1988. Topics included early childhood, writing, arts, language arts, mathematics, science, social studies, special education, bilingual education, thinking skills and supervision. During the school year, the Institute also presented a series of conferences on foreign languages, arts, science and integration.
- During 1988-89, the Department prepared to implement the Education Cost Sharing Grant, a new comprehensive equalization grant. This restructuring of school finance combines the funds previously made available through the Guaranteed Tax Base formula and the Education Enhancement Act, and adds annually to this base. The new grant is designed to more equitably distribute state education dollars to students most in need and to reduce the spending and taxing disparities between the state's wealthiest and poorest districts. In 1989-90, the first of a four-year transition to the Education Cost Sharing Grant, \$827 million will be distributed to Connecticut cities and towns.
- Under the state's mastery testing law, the Department tested all students in Grades 4, 6 and 8 in October 1988. The tests measure students' performance in mathematics and language arts (reading and writing) against standards established by Connecticut educators. The Department also prepared an analysis of how achievement, as assessed by the mastery tests, is related to the factors of gender, race, dominant language and economic status (based on student participation in the free and reduced-price lunch program). A longitudinal analysis of mastery test data also was prepared, providing a perspective on how students perform on these tests over time.
- The Department's Program Compliance Review (PCR) Process, a comprehensive program monitoring system, monitored 15 state and federal programs funded in 42 local school districts, 4 regional districts, 2 regional educational service centers, the vocational-technical school system and a state agency. Programs monitored for the first time in 1988-89 included professional development, teacher evaluation, career incentives, substance abuse prevention/health and Title II. Approximately 70 staff members were involved in the PCR process in 1988-89.
- The State Department of Education and the Department of Public Instruction in Puerto Rico continued joint activities under the terms of "Connecticut and Puerto Rico: An Educational Partnership." The purpose of this working relationship is to address factors that impede the academic progress of Puerto Rican students who frequently move between Connecticut and the island. During 1988-89, 30-member teams of

educators identified by both agencies participated in intensive one-week institutes in Puerto Rico and Connecticut. Their goals were to exchange knowledge, ideas and experience, and to raise the level of understanding, sensitivity and communication. Also during 1988-89, the partnership worked on plans for a project to compare curriculums and developed an "Educational Passport." Designed to more easily track information about students who move between Connecticut and Puerto Rico, the passport provides information on a student's current academic program and where to obtain further information about his or her school records.

- The Department administered the Summer School Incentive Grant Program, which primarily focuses on providing remedial instruction in basic skill areas to students entering kindergarten through Grade 8. The grant program also encourages voluntary interdistrict programs that enhance quality, integrated education. In the summer of 1988, \$1 million in grants were awarded to 23 districts that operated programs serving approximately 4,000 students in 64 districts.
- The Department continued its participation in several interagency efforts on behalf of young children and their families, including the following:
 - Birth to Age Three Services. The Department acts as the lead agency in an initiative designed to establish a comprehensive service delivery system for developmentally delayed infants and toddlers and their families. During 1988-89, this project continued the operation of a demonstration service coordination center in the North Central region of the state. Similar centers will be established in the state's other five regions in January 1990. Service coordination centers provide assistance to families in evaluating their needs and obtaining early intervention services.
 - The Governor's Child Welfare Reform Initiative. Supported by the Annie E. Casey Foundation, this initiative will be piloted in New Haven in 1989-90 as part of a five-year plan to reduce the number of children who are neglected, abused or abandoned and consequently become wards of the state. During 1988-89, the General Assembly passed legislation establishing a governance structure for the pilot project — the New Haven Alliance — and final preparations for the initiation of the pilot program were conducted.
 - The New Futures Initiative. The Department is working with other state agencies, the Bridgeport Public Schools and other public and private sector agencies in Bridgeport to improve services to middle school students at risk of school failure, teenage pregnancy and dropping out. This effort is supported in part by the Annie E. Casey Foundation.
- Project LIFE (Learning Incentives for Employment), an interagency effort of the Department of Education and the Department of Income Maintenance (DIM), established a pilot project in the New Haven DIM district. The purpose of Project LIFE is to assess the basic skills levels of AFDC/Job Connection clients and to provide these individuals with appropriate referrals for education and training. In addition to operating the New Haven pilot program, Project LIFE also conducted awareness and training efforts in the Bridgeport and Norwich DIM districts. The ultimate goal is to establish a statewide system.

- During 1988-89, the Department began the initial data collection for a comprehensive statewide evaluation of special education programs and requirements. The three-year study (1988-89, 89-90, 90-91) will evaluate programs and student outcomes. Programs for students with special educational needs have been in place in Connecticut for more than 20 years.
- Legislation was passed requiring local boards of education to provide, beginning with the 1989-90 school year, "planned, ongoing and systematic instruction on acquired immune deficiency syndrome (AIDS)." The law also requires the State Board of Education to provide relevant instructional materials to local districts. Using the information contained in two AIDS curriculum packets developed in conjunction with the Department of Health Services, the Department of Education significantly increased the amount of staff time devoted to teacher and administrator training on AIDS. The Department also intensified its efforts to address a variety of other student health issues (for example, prevention of suicide, substance abuse and child abuse).
- The Department continued facility expansion at four regional vocational-technical schools and one satellite. At H. H. Ellis Regional Vocational-Technical School in Danielson, expansion will accommodate new programs in avionics, electromechanical, computer repair, and welding, and expanded programs in masonry and electrical. A total of 200 additional students will be served. New programs in heating, ventilation and air conditioning (HVAC) and culinary arts, plus expanded programs in carpentry and electrical, will serve an additional 150 to 200 students at Windham Regional Vocational-Technical School in Willimantic. At Vinal Regional Vocational-Technical School in Middletown, facility expansion (now approximately 50 percent complete) will serve 200 to 250 additional students in four new programs (HVAC, electromechanical, computer repair and microcomputer software technology) and five expanded programs (carpentry, electrical, machine, automotive and auto body). In Hartford, A. I. Prince's new program in culinary arts will accommodate 60 students, while a new track, soccer field and tennis courts (to be completed in spring 1990) will provide Prince students with athletic fields for the first time. Facility expansion at the Howell Cheney Satellite in Enfield will serve 40 students in a new electrical program and an additional 60 students in several expanded programs.
- The Affirmative Action Office developed and implemented a statewide minority recruitment database and on-line reporting system to monitor departmental compliance with state law.
- During 1988-89, the Department published three issues of *Challenge Update*, a widely circulated newsletter containing a message from the commissioner and presenting the viewpoint of Connecticut educators about current issues. Special topics included the creative and performing arts, science, and the Connecticut Continuum: Connecticut's Commitment to the Teaching Profession (decision, preparation, induction and career initiatives).



Two of the Department's three staff offices—the Office of Data Processing and the Office of Staff and Organizational Development—report to the Deputy Commissioner for Finance and Operations. Both offices provide services that contribute to the efficient operation of the agency and its six divisions, making it possible for them to accomplish the Board's educational goals.

Data Processing. This office provides computer services for the entire Department. The staff is responsible for the acquisition of computer hardware and software, and for the maintenance, enhancement and support of all Department computer programs and systems.

The staff coordinates computer resource management and application development (both data processing and word processing) as well as training, monitors major projects, and provides the automation resources and support to help the Department meet its management goals. An annual computer fair offers automated demonstrations to the professional and clerical staffs to increase their awareness of the constant improvement in data collection and analysis through the use of the computer and peripheral equipment. Office automation allows the Department's employees to be more productive and gives them additional problem-solving tools to meet the goals and objectives of their respective bureaus and offices.

Office of Staff and Organizational Development. This office coordinates all agency personnel functions and assignments, including evaluations, training and development of agency staff. The personnel unit assists agency personnel in the development and processing of all personnel actions, including hiring, promotion and retirement. Staff members coordinate recruitment, assignment and training of classified and unclassified personnel; develop and administer the annual evaluation of all Department personnel; administer the Department's labor relations functions; coordinate staff development and training activities; and maintain all vital records.

Major Achievements

Data processing computer programs and systems development which have impacted on Department operations and public education (Goal X—Agency Management) include:

- The coordination of the updating of the five-year *Long-Range Data Processing Plan*.
- The offering of in-service training in Lotus 1-2-3, applications software, on the professional computer for Department staff.

- The securing of enhancements to the Personnel Affirmative Action Information System.
- The coordination of word processing training for the agency.
- The procurement of automated data processing equipment to support the programs and operations of the Department.
- The generation of enhancements to the Department's Attendance System.
- The presentation of the annual computer fair, which provided employees with exposure to state-of-the-art technology in computerized applications and office automation.
- The generation of enhancements to the Dominant Language System.
- The development of new programs and enhancements for the Child Nutrition module for Grants Processing.
- The development of a Prepayment System for Accounting.
- The development of computer programs and computer systems in the area of teacher certification to add new types of certificates and endorsement codes, introduce CONNCEPT and CONNTENT to the system, and print professional and other certificates. Also, the addition of the ability to access summary from several computer screens, and the development of prescreen letters.
- The implementation of a computerized speech and telephone environment system for teacher certification inquiries.
- The development of a computerized contract monitoring system.
- The development and enhancement of computerized programs and systems in the accounting, budgeting and payroll areas.

The Office of Staff and Organizational Development had primary responsibility for the following accomplishments:

- Reviewed and monitored the selection process for more than 62 unclassified professional and managerial appointments in order to ensure conformance with the established objectives in the Affirmative Action Plan. (Board Goal I)
- Coordinated with the Department of Administrative Services in-service training for 165 State Department of Education staff. (I)
- Coordinated a promotion review system for professional staff of the State Department of Education which has resulted in the promotion of more than 17 professional staff within the professional unclassified series. This system evaluates the accomplishments and contributions of staff under review. (II)
- Coordinated collective bargaining negotiations with the State Vocational Federation of Teachers and the American Federation of School Administrators. (II)

- Participated in Collective Bargaining for the Maintenance and Service Bargaining Unit, Administrative Clerical Bargaining Unit and the Education Professions Bargaining Unit. (II)
- Provided training and guidance to agency managers on the implementation of the agency's professional planning and evaluation system. (II)
- Developed Personnel Procedures for the Electronic Procedures Manual. (II)
- Developed and implemented an agency orientation program for new employees. (II)

The Office of Planning reports to the Deputy Commissioner for Program and Support Services.

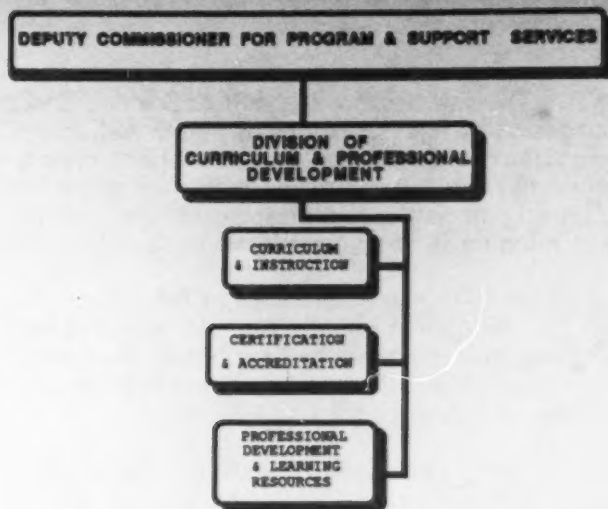
Office of Planning. The staff coordinates activities related to the State Board of Education's five-year plan, *Design for Excellence: Connecticut's Comprehensive Plan for Elementary, Secondary, Vocational, Career and Adult Education, 1986-1990*. The office is responsible for long-term planning related to programs and services provided by the Department and serves as a base for ad hoc departmental committees convened to address educational issues, particularly issues which have implications for several divisions of the agency. Staff responsible for the Program Compliance Review (PCR) process, the comprehensive program monitoring system, is housed in this office.

Major Achievements

The Office of Planning assumed primary responsibility for the following activities:

- Coordinated the preparation of the agency's annual plan of action to carry out the Board's five-year policy plan, *Design for Excellence: Connecticut's Comprehensive Plan for Elementary, Secondary, Vocational, Career and Adult Education, 1986-1990*. The 1988 Action Plan provided extensive detail on the agency's administration of programs and operations, anticipated outcomes of program measures, major activities, estimated target completion dates and fiscal year 1988-89 cost implications related to each Board goal and objective. The primary use of the Action Plan is for Department staff to monitor progress during the year and to systematically report results and accomplishments to the Board and the public. (Board Goals I to VII)
- Provided leadership in intradepartmental and interagency efforts on behalf of youth at risk of academic failure and dropout. As part of the State Board's policy on dropout prevention, coordinated a 21-member departmental students at risk initiative group and a 12-member interagency at-risk youth team to facilitate the planning, implementation and evaluation of programs for students at risk.
 - Prepared an interagency "Working Definition of Youth at Risk;"
 - Prepared the Department's section for an interagency Youth at Risk Program Inventory;
 - Compiled a report of interagency statistics highlighting youth at risk problems; and
 - Contributed to a multiagency focus statement describing needs for policy initiatives for youth at risk in Connecticut. (I)

- Assisted the Office of the Commissioner in preparing a report, *Poverty and the Department of Education*, for the Governor's Human Services Cabinet. (I)
- Convened and staffed a Commissioner's Advisory Committee on Student Truancy charged with making recommendations related to compulsory school attendance and truancy. (I)
- Contributed to the Governor's Partnership to Protect Connecticut's Work Force and efforts to promote school-community partnerships for substance abuse prevention efforts among children and youth — the future work force. (I)
- Coordinated agency efforts for the interagency Child Welfare Reform Initiative supported by the Annie E. Casey Foundation. The state's renewed commitment to coordinated services for family support and preservation will be piloted in New Haven in 1989-90 as part of a five-year plan to reduce the number of children who are neglected, abused or abandoned and consequently become wards of the state. (I)
- Reviewed 15 state and federal programs in 42 local school districts, 4 regional districts, 2 regional educational service centers, the vocational-technical school system and a state agency using the Department's coordinated monitoring system, the Program Compliance Review (PCR) process. This included review of five additional programs for the 1988-89 year: professional development, teacher evaluation, career incentives, substance abuse prevention/health and Title II. (VII)
- Designed and initiated the planning process for the 1991-1995 revision of the State Board of Education's Comprehensive Plan. (I-VII)



Who is teaching and what is being taught—perhaps the most important elements in the educational process—are the concerns of the Division of Curriculum and Professional Development. The division seeks to help local school districts develop and improve curriculum offerings, and to enhance teacher and administrator competency.

The activities of the Bureau of Certification and Accreditation focus on developing and implementing the certification requirements. The Bureau of Curriculum and Instruction has focused on curriculum content and sequence, graduation requirements, the Common Core of Learning (which articulates expectations of all high school graduates), supporting and assessing new teachers, recognizing outstanding career teachers and continuing in-service education for educators. Due to expanding responsibilities in these areas, the State Board of Education established, in June 1989, the Bureau of Professional Development and Learning Resources. This new bureau will assume responsibility for the professional development activities described above and for efforts to assist districts in providing a variety of learning resources, including technology, to support instruction. Future reports will describe the activities of this division under the new, three-bureau structure.

Bureau of Curriculum and Instruction

Professional staff members provide consultative services and information concerning the content of programs of instruction in the state's public schools, preservice and in-service education and use of technology.

Curriculum development. To assist local school districts to provide mandated "planned, ongoing and systematic programs of instruction," specialists in the curriculum areas of the arts, foreign language, language arts (including reading, writing, speaking and listening), health and safety education, mathematics, physical education, science and social studies provide consultation and materials. Additionally, members of the staff assist local school districts in developing and implementing developmentally appropriate kindergarten programs. All consultants frequently hold local, regional and statewide workshops, meetings and conferences on topics of interest and concern to those attending. They also serve as a resource to other State Department of Education units, state agencies and the public. Staff in this unit administer two federal grants, the Title II grant for Science/Math/Foreign Languages and a grant for drug and alcohol prevention.

The staff works with the State Board of Education Advisory Council for School Approval, comprised of representatives of public and private schools and accrediting organizations, to provide nonpublic schools in the state with an opportunity to assure their clients that their education programs conform to standards established by the State Board of Education. Administration of the approval process also is the responsibility of this unit. Other responsibilities are providing parents with information about nonpublic schools and maintaining records of closed schools.

In 1976, the State Board of Education adopted a policy regarding parental requests to educate children at home. The staff monitors implementation of Department guidelines and approves processes used by local boards of education, which have legal authority to determine if the instruction a child would receive at home is equivalent to that offered by public schools. This policy will be under review in 1989-90.

Early childhood education. Consultants in early childhood education have expertise about the development of children from birth until they are ready to enter the primary grades. The staff seeks to ensure that all of the state's young children have access to quality learning experiences before they enter kindergarten. Serving both public and nonpublic early childhood programs, staff members encourage research on early childhood education practices, disseminate research results, and seek to expand professional development activities for early childhood educators. They also collect data and information for planning and evaluation activities and administer the following grants:

- the Preschool Grant Program (which supports training, technical assistance and service to benefit children with handicaps from age three to five);
- the Young Parents Program (which provides quality care for the children of young parents and a planned program for the young parents themselves while they finish high school); and
- the Birth to Three Service Coordination Centers (which provide assistance to families with developmentally delayed infants and toddlers by evaluating needs and locating programs and services).

The staff also establishes criteria for and administers the licensing and approval of educational components of the early childhood education programs in public schools and day care centers.

Learning Resources and Technology. Staff members of this unit provide technical assistance to help local schools and school libraries develop programs and acquire facilities for the effective use of computers and television in instruction. They also administer the Department's instructional television service, selecting and scheduling programs for broadcast to the schools by Connecticut Public Television, and each year publish a guide to the programs for distribution to the schools. Another function is to encourage cooperation among the State Department of Education, local school districts, regional educational service centers, cooperative library service units and the State Library. The staff also administers a state-funded competitive grant program in telecommunications.

Professional development plans and programs. To ensure continuing professional growth among teachers, the staff of this unit provides leadership and assistance to local school districts and institutions of higher education in the form of preservice and in-service teacher education. The staff also assists individual districts in the preparation of their professional development plans, which are required by law. In addition, this unit administers the Teacher of the Year program to encourage and recognize excellence in teaching, and the Celebration of Excellence program, which identifies and disseminates information about exemplary curriculum projects and

provides recognition for the teachers who designed them. The unit also administers state grants for teacher evaluation and career incentives.

The programs of The Institute for Teaching and Learning, initially offered in the summer of 1984, have proven extremely popular. About 3,000 teachers applied for the 600 available spaces at the first institutes for teachers and administrators. In 1985, an appropriation of \$1.53 million enabled the Department to triple the number of participants. Another increase in funding, to \$2.5 million for 1986-87, allowed the Institute to present more than 130 summer sessions for 3,100 teachers during the summer of 1986 and a series of conferences during the 1986-87 school year. By 1987-88, the number of conferences presented had increased to eight and the number of summer institutes to 158. A grant of \$2.8 million allowed the Institute to serve more than 4,000 teachers and administrators that year. In 1988-89, more than 145 summer institutes were offered to 3,200 teachers and administrators through a grant of \$2,415,000.

The unit also is responsible for the approval process by which the state's 13 teacher preparation programs undergo self-evaluation and for on-site evaluation by external visiting teams.

Finally, in 1987-88 the unit was responsible for implementing the Beginning Educator Support and Training (BEST) Program in 11 pilot districts. It also implemented the Cooperating Teacher Program in five consortia groups around the state. In 1988-89, the BEST Program was piloted in 67 towns with 650 teachers serving as mentors, and the Cooperating Teacher Program trained approximately 1,900 teachers to serve in that role.

Bureau of Certification and Accreditation

This bureau is responsible for issuing to eligible teachers and administrators the certificates necessary for employment in local school districts, vocational-technical schools, regional educational service centers, unified school districts I, II and III, and approved special education facilities.

An annual survey of the certification of all education employees subject to certification ensures that all school personnel hold appropriate certificates in compliance with statutes and regulations concerning certification.

Approximately 44,000 applications were reviewed and 45,000 certificates were issued in 1988-89. The large number of certificates issued was due to two factors. First, backlogged applications were processed; second, approximately 35,000 standard certificates were converted to professional educator certificates due to new certification regulations.

Major Achievements

The accomplishments of the Division of Curriculum and Professional Development relate particularly to State Board of Education Goals II, V and VI.

- Reviewed yearly updates of five-year plans for professional development submitted by local school districts in compliance with the statutory requirement to develop five-year plans for ongoing and systematic professional development, and granted \$2.5 million in entitlement grants to implement the plans. (Board Goal II)

- Offered, during the summer of 1988, more than 145 professional development sessions for the state's teachers in the areas of early childhood, writing, arts, language arts, mathematics, science, social studies, special education, bilingual education, thinking skills and supervision. (II)
- Presented, during the 1988-89 school year, a series of conferences on foreign languages, arts, science and integration. (II)
- In cooperation with the Division of Research, Evaluation and Assessment, analyzed and disseminated the results of the 4th, 6th and 8th grade mastery tests and the results of the CONNCEPT examination for prospective teachers. (II)
- Conducted 16 regional workshops to disseminate the information contained in teacher handbooks on 4th, 6th and 8th grade mastery testing in language arts and mathematics. (II)
- Administered the extended-day kindergarten grant and funded 25 towns for these programs. (V)
- Administered the Teacher Evaluation Planning Grant and the Career Incentive Planning Grant, funding 74 districts and 61 districts, respectively. In addition, 71 Teacher Evaluation Implementation grants were funded. (II)
- Awarded \$85,000 in telecommunications incentive grants to eight districts. (VI)

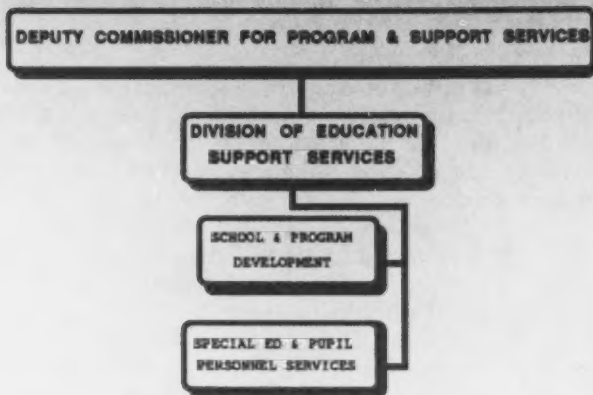
Table 2
Division of Curriculum and Professional Development
Resources

General Fund						
	Positions	Personal Services	Other Expenses	Other Current Expenses	Equipment	Grants and Other Payments
Division Director	4	\$ 149,695	\$ 1,969	-	-	\$15,967,251
Bureau of Curriculum and Instruction	36	1,718,166	446,224	-	-	-
Bureau of Certification and Accreditation	21	625,754	99,066	\$63,000	-	-
Division Total	61	\$2,493,615	\$547,259	\$63,000	-	\$15,967,251

- Awarded \$2.5 million in Professional Development grants to approximately 165 districts. (II)
- Awarded \$590,000 in Math/Science grants to 145 districts. (II, VI)
- Awarded \$1.3 million in Drug Abuse grants to 148 districts. (II, VI)
- Developed and conducted the fourth Celebration of Excellence program, which identified and disseminated information about 90 exemplary curriculum projects designed by 90 selected teachers. (II)
- Received approval of comprehensive certification regulations reflecting the new three-tiered certification continuum established by the Education Enhancement Act. (II)
- With the Department of Higher Education and the Institute for Effective Teaching, implemented the first alternate route to teaching program. (II)
- Revised the certification application process to allow applicants to have better knowledge of their application status and to incorporate new testing requirements. (II)
- Piloted the Beginning Educator Support and Training (BEST) Program in 67 school districts, with 650 educators serving as mentors in this program. (II)
- Implemented the Cooperating Teacher Program in which 1,800 educators served as Cooperating Teachers. (II)

Federal and Other Funds				
Positions	Personal Services	Other Expenses	Equipment	Grants and Other Payments
-	-	-	-	-
6 *	-	-	-	-
7	\$1,110,539	\$553,478	\$13,193	\$2,863,282
13	\$1,110,539	\$553,478	\$13,193	\$2,863,282

* These positions are supported by funds reported in other operating divisions of the agency.



The Division of Education Support Services includes the Bureau of Special Education and Pupil Personnel Services and the Bureau of School and Program Development. This division is responsible for strengthening and monitoring a variety of services to increase learning opportunities for students with special needs, and for increasing school effectiveness. Division activities include approving special education programs in private schools, ensuring that exceptional children and their parents are afforded their rights under the law, providing assistance to local school districts which elect to pursue a school-based educational improvement program and providing local school districts with support to improve school and program practices that lead to equity and equal educational opportunity for all students.

Bureau of School and Program Development

The activities of the bureau cover a wide range of services provided to local school districts to help them serve the needs of disadvantaged student populations.

Chapter 1 of the federal Education Consolidation and Improvement Act (ECIA) provides local school districts with funding to benefit low-achieving children attending public schools. Also included are services to eligible children in nonpublic schools, children of migratory workers, and institutionalized, neglected and delinquent children.

Chapter 2 of ECIA is divided into three subchapters: (A) basic skills instruction; (B) improvement and support services such as instructional materials and equipment, guidance counseling and testing, staff and management development, and voluntary desegregation; and (C) special projects such as arts in education, health and environmental education, gifted and talented programs and career education.

Education Evaluation and Remedial Assistance Act (EERA). The unit monitors local school districts' implementation of their remedial assistance plans to identify and serve children in need of remediation, including those who fall below the remedial standards on Connecticut Mastery Tests at Grades 4, 6 and 8. In 1988-89, \$9,479,000 were provided for supplementary services for low-achieving public and nonpublic students.

Summer School Incentive Program. The bureau administered the state Summer School Incentive Grant Program for the fourth year. This program is primarily designed to provide remedial services to children in Grades K through 8, with emphasis on programs that promote quality and integrated education.

School development. Technical assistance to schools which have a substantial number of socioeconomically and/or educationally disadvantaged students is provided so that they may develop the internal capacity for self-renewal, to improve instruction and to increase student learning. In addition, supportive and advisory services are provided to all schools regardless of student need.

Bilingual education. This program provides supplementary funding to local education agencies that are required to implement bilingual education programs as specified in Sections 10-17b-g of the Connecticut General Statutes. Local education agencies required to provide bilingual education programs are those that have been identified as of October 1 of the previous year as having 20 or more students in any public school building whose dominant language is other than English and whose proficiency in English is not sufficient to assure equal educational opportunity in the regular school program.

In addition, programs in the areas of national origin, race and sex equity provide assistance to local school districts to improve educational opportunities for students with special needs through statewide, regional and local workshops and conferences on equity issues. State- and federally-funded equity programs, as appropriate, are monitored for compliance.

Child nutrition. The staff administers several United States Department of Agriculture-sponsored child nutrition programs operating in local school districts, units of local governments, and certain private nonprofit organizations providing meals for children. In addition, information about foods and nutrition is provided to children, teachers and food service personnel in schools, institutions and centers participating in the Nutrition Education and Training program.

The state-sponsored School Breakfast Program ensures that children who are in the greatest need will have a chance to get a nutritious breakfast at school. With a more nutritious start each day, these children are more alert, more ready to learn and experience a more positive educational experience.

State Student Advisory Council on Education (SSACE). The SSACE provides a means of direct communication between the State Department of Education and secondary school students. The council is comprised of 27 students in Grades 10-12, selected on a rotating basis. Local nominating committees identify candidates and then a state nominating committee recommends appointments; 19 members represent the state's six congressional districts and the commissioner of education appoints eight members to assure appropriate representation of minority and disabled students, range of academic ability and affiliation with other statewide student organizations. The students review, from a state perspective, important educational issues and make recommendations based on these reviews.

Law-related education program. This program is a cooperative effort involving the Connecticut Bar Association, the Connecticut Consortium for Law-Related Education and the State Department of Education. The purpose is to strengthen civic and legal education in Grades K-12 by providing assistance in curriculum development and teacher training. Teachers are encouraged to focus on positive, interactive methods of teaching about law and citizenship. Special events such as the Mock Trial Competition, Junior Debate Program and the Court Visitation Program are held each year.

Bureau of Special Education and Pupil Personnel Services

The focus of this bureau is to improve the quality of special education instruction and student support services by (a) providing direct technical assistance to local school districts, public

agencies and private schools educating students with handicaps; (b) monitoring to ensure compliance with statutory requirements; (c) mediating disputes between school districts/agencies and parents; (d) administering due process and complaint procedures; and (e) distributing federal entitlement and discretionary funds to school districts/agencies for the provided purposes.

Compliance review. Monitors school district and state agency practices and procedures to ensure compliance with state and federal special education laws and regulations. Provides technical assistance to and investigates private schools seeking special education program approval, and provides recommendations concerning approval to the State Board of Education.

Due process. Provides mediation and schedules formal hearings to ensure the due process rights of children with handicaps and their parents under state and federal laws and regulations. In addition, complaints involving special education matters are investigated.

Federal programs. Distributes entitlement funds under federal Public Laws 89-313 and 94-142 to school districts and eligible agencies to assist them in providing supplementary special education and related services to children with handicaps. Assists in the granting or contracting of state-share and other discretionary funds under P.L. 94-142 to public and private agencies. A Special Education Resource Center is operated with federal handicap funds.

Program development/technical assistance. Develops guidelines for the provision of education and related services to handicapped and gifted/talented children. Provides technical assistance to school districts/agencies in the provision of educational and related services to handicapped and gifted/talented children.

Student support services program. Primarily concerned with the developmental, preventative and remedial services available within general education. Develops guidelines and reviews and evaluates local school district program operations in school psychology, social work, health, guidance and counseling services.

AIDS education program. In collaboration with the State Department of Health Services, the program provides technical assistance in AIDS education to local education agencies by offering current information on AIDS and its prevention and training of school staff.

Surrogate parent program. This legislatively mandated program provides for the appointment of surrogate parents when the parent(s) or guardian(s) of a child who may require special education are unknown or unavailable, or the child is a ward of the state. These surrogate parents represent the child in the educational decision-making process. The majority of the children served by the program are committed to the guardianship of the Department of Children and Youth Services and may reside in foster homes.

Major Achievements

- Sent \$41,833,153 in entitlement grants to local school districts to serve approximately 54,000 students. Also awarded \$2.7 million in migrant grants to 10 school districts, and \$518,132 to institutions serving neglected and delinquent children and to correctional institutions serving young adults under age 21. (Board Goals I, VI)
- Sent approximately \$4.4 million in Chapter 2 (ECIA) entitlement grants to local school districts to address the special needs of at-risk students, to enhance school improvement initiatives and to improve teaching and learning. In addition, funds were available for competitive grants, race desegregation and the regional educational service centers. (I, VI)

- Awarded \$339,000 in grants to 13 local and regional school districts to develop, implement and assess interdistrict educational programs and services. Special emphasis was placed on interdistrict programs which promoted quality and integrated education. (I)
- Awarded \$1 million in Summer School Incentive Grants to 20 programs operated by local or regional school districts. (I, VI)
- Approximately 12,000 eligible students were served by bilingual programs in 13 school districts. (I)
- Sixty elementary and secondary schools participated in the state-sponsored School Effectiveness Program. (VI)
- Ninety-two school buildings participated in the School Breakfast Program, serving 33,677 children. Twenty-seven districts with 245 schools are designated as "severe need" schools. (I)

Table 3
Division of Education Support Services
Resources

		General Fund				
	Positions	Personal Services	Other Expenses	Other Current Expenses	Equipment	Grants and Other Payments
Division Director	4	\$ 176,882	\$ 47,304	-	-	\$207,244,055
Bureau of School and Program Development	12	521,421	125,049	-	-	-
Bureau of Special Education and Pupil Personnel Services	9	448,743	283,276	\$113,000	-	-
Division Total	25	\$1,147,046	\$455,629	\$113,000	-	\$207,244,055

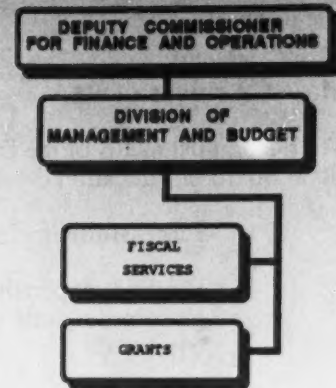
- Successfully conducted the Mock Trial Competition, Junior Debate Program and the Court Visitation Program. (II, VI)
- The State Student Advisory Council on Education surveyed public high school students' feelings and attitudes toward desegregation, and presented a report of their findings (with recommendations) to the Commissioner, the State Board of Education and the Governor. (I)
- Conducted compliance reviews of 52 local school districts and 19 private special education facilities. (I, VII)
- Conducted 9 formal special education hearings and 123 mediations, and processed 305 parent inquiries. (I)
- Distributed \$15,269,250 in federal handicapped grant funds to 166 public school systems to enable them to provide supplementary special education and related services to students with special education needs. (I, III, V, VI)

(continued)

Federal and Other Funds				
Positions	Personal Services	Other Expenses	Equipment	Grants and Other Payments
1	\$ 97,116	-	-	\$107,253,717
22	3,197,220*	\$ 220,689	\$14,282	-
21	3,024,343*	1,088,055	16,168	-
44	\$6,318,679	\$1,308,744	\$30,450	\$107,253,717

* These funds support positions reported in other operating divisions in the agency.

- Offered technical assistance to all school districts in the state regarding the provision of educational services to handicapped and gifted and talented students. (I, VI)
- Continued evaluation of local school district program services in the areas of school psychology, school social work, guidance and counseling services and health education. (II)
- Assigned surrogate parents to more than 1,400 students during the school year. (I)
- Through the Special Education Resource Center, provided in-service training to 6,580 regular education instructors, special education teachers, pupil personnel staff, school administrators and parents during the 1988-89 school year. (II, III, V, VI)
- Approximately 77,000 handicapped and gifted students received special education and related services in the state during the 1988-89 school year. (I, II, III, V)
- Granted funds to nine local school districts under the Primary Mental Health Program. The grant focuses on the implementation of a non-special education, school-based early detection and primary prevention program. (II, VI)



The Division of Management and Budget provides centralized support services to all operating divisions of the agency in the areas of fiscal services, grants processing, school finance, and management systems. Specifically, the division is responsible for providing centralized fiscal data collection, calculation, processing, monitoring and analysis services. These services translate into the task responsibilities of the individual sections of the division (Grants Processing and Fiscal Services). The data generated is utilized by the agency in an effort to communicate with the State Board of Education, other state and local policy makers, local school districts and concerned members of the public.

Fiscal Services

This unit coordinates a budget development process which ensures that an orderly, complete, accurate and timely budget request is prepared; prepares, monitors and processes payrolls, inventories and leases; operates the central stockroom; and provides centralized mail and duplicating services to the agency. It also provides assistance in the area of information management and monitors audit recommendations and forms review. In addition, the unit performs all functions required to record and report all financial transactions of all funds received and dispersed by the agency and provides a centralized system for purchases, payments and contract processing.

Grants Processing

This bureau ensures that the local school districts of the state, other eligible local education agencies and other eligible state agencies receive their proper share of state and federal grants-in-aid for educational purposes, based on local reports and other substantiating materials processed through the bureau. It also provides the State Board of Education with information and analysis to help the Board evaluate and improve state school finance equalization formulas and student equity. The staff conducts reviews and provides technical assistance to grant recipients in order to ensure compliance with current state and federal legislation and regulations. The bureau produces information useful for policy making and management relative to the effects, implications and analysis of legislation affecting grants-in-aid. Budget projections and analysis used in developing and monitoring the agency budget also are provided by this bureau.

Major Achievements

The accomplishments of the Division of Management and Budget in 1988-89 relate particularly to State Board of Education Goals I, VII, and X.

- Successfully implemented the Education Cost Sharing grant program. (Board Goal I)
- Worked cooperatively with the Office of Policy and Management in order to ensure the grant reductions were made in accordance with the principles of equalization and equity. (I)
- Completely restructured the Accounting Unit in order to take full advantage of the automated systems available to the Department. (X)

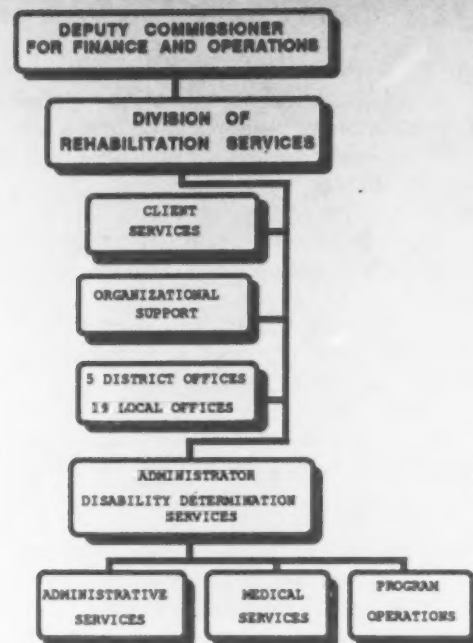
Table 4
Division of Management and Budget
Resources

General Fund						
	Positions	Personal Services	Other Expenses	Other Current Expenses	Equipment	Grants and Other Payments
Division Director	8	\$ 284,184	\$ 95,992	\$57,500	\$460,517	-
Budget, Payroll, Property Control and Management Systems	28	803,373	341,203	-	44,130	-
Accounting, Payments and Purchasing	50	1,474,396	15,140	-	-	-
Bureau of Grants Processing	26	895,512	22,073	-	3,097	\$824,877,793
Division Total	112	\$3,457,465	\$474,408	\$57,500	\$507,744	\$824,877,793

- Implemented a Uniform Fiscal Year (July 1 — June 30) reporting system for all Department-administered grant programs. (VII)
- Developed an automated system in the Accounting Unit for grant expenditure reporting which is tied directly to the annual End-of-School Year Report filed by local education agencies. (VII)
- Successfully piloted an automated data transfer system which allows local education agencies the ability to electronically enter their expenditure information in the Department's Cash Management System. (VII, X)

Federal and Other Funds					
Positions	Personal Services	Other Expenses	Equipment	Grants and Other Payments	
1 *	-	-	-	-	
-	-	-	-	-	
3 *	-	-	-	-	
9 *	-	-	-	-	
13 *	-	-	-	-	

* These positions are supported by funds reported in other operating divisions of the agency.



The mission of the Division of Rehabilitation Services is to provide services to individuals and organizations to enhance the self-sufficiency and productivity of persons affected by disability. By providing a wide array of individualized services (including vocational guidance, counseling, training, independent living services and job placement), the division creates opportunities for persons with disabilities to become productive and independent. The staff also administers a program to determine the eligibility of applicants for benefits under the Social Security Disability Act of 1954, as amended.

Functionally, the division is composed of the Bureau of Client Services, the Bureau of Organizational Support, and Disability Determination Services.

Bureau of Client Services

The bureau provides direct individualized services to clients under state- and federally-funded programs of vocational rehabilitation and independent living. Through a network of district and local offices, and in cooperation with rehabilitation facilities and community-based programs, clients receive individualized planned services to enhance their employability and self-sufficiency. To expand and improve the bureau's services to clients, staff perform the functions described below.

Independent living services: coordination of the provision of independent living services to increase the functional independence of persons with severe disabilities not currently eligible for the vocational rehabilitation program. This is done through the oversight of grant-funded, community-based, consumer-controlled centers, and through the administration of a comprehensive service delivery system.

Facilities: oversight of the provision of services through rehabilitation facility programs and assistance concerning the expansion and development of community-based services.

Casework consultation: provision of consultation and technical assistance on unusual or extraordinary issues relating to the service needs of individual clients, including architectural and rehabilitation engineering consultation, and on systems to improve the quality and efficiency of the service delivery process.

Placement: coordination and consultation with staff, community-based organizations and employers to enhance employment opportunities.

Social Security: liaison with Social Security Administration programs to initiate rehabilitation services for recipients of Social Security Disability Insurance and Supplemental Security Income benefits.

Supported employment: development of community-based, integrated employment opportunities for persons with the most severe disabilities.

Bureau of Organizational Support

This bureau coordinates administrative and technical support services to ensure the provision of comprehensive, high-quality services to clients. Through the use of federal/state grants, cooperative efforts with other agencies, and the provision of technical assistance, the bureau fosters the development of new or the expansion of existing services to clients. Its varied functions are summarized here.

Program planning and development: development and monitoring of a strategic plan, preparation of state and federal planning documents, administration of grant programs and development of cooperative agreements with other agencies.

Program evaluation: coordination of data analysis, program monitoring, quality assurance and dissemination of research information.

Management information systems: coordination and integration of client and fiscal databases and the development of efficient interoffice electronic communication and support services.

Research utilization: dissemination of information to staff and the public regarding division programs and activities as well as developments in the field of rehabilitation.

Human resource development: coordination of staff recruitment, selection and professional staff development.

Medical consultation: coordination of recruitment and selection of qualified medical, psychological and other health care professionals, evaluation of the quality of medical reports, provision of training to staff and medical consultants, and maintenance of agency fee schedules.

Client outreach: facilitation of client advocacy and outreach.

Disability Determination Services

In accordance with federal law and Social Security Administration regulations, Disability Determination Services (DDS) makes determinations on claims for cash benefits under the Social Security Disability Insurance (SSDI) and Supplemental Security Income (SSI) programs. DDS is comprised of three bureaus:

The Bureau of Medical Services facilitates the timely collection of documentation and medical evidence relating to disability claims, provides liaison and training to the medical community regarding Social Security disability programs, and coordinates specialty consultative examinations;

The Bureau of Program Operations documents and analyzes medical and vocational evidence to determine claimant eligibility for disability benefits; and

The Bureau of Administrative Services provides the support services necessary to implement the goals of these programs, including fiscal operations.

Major Achievements

The accomplishments of the Division of Rehabilitation Services relate particularly to State Board of Education Goal IX — Rehabilitation Services. During fiscal year 1988-1989, the division:

- Provided vocational rehabilitation counseling, evaluation, planning, physical and mental restoration, training, job placement and post-employment services to 14,804 persons with physical or mental disabilities. Of these, 2,081 were rehabilitated, which represents a 9.2 percent increase over the previous year. The proportion of clients with severe disabilities who were rehabilitated rose from 58.2 percent in fiscal year 1987-88 to 67.2 percent in fiscal year 1988-89.
- Adjudicated 26,313 claims for Social Security Disability Insurance and Supplemental Security Income benefits, with an average case processing time of 55.5 days. The quality and accuracy level, which was at 93.1 percent, exceeded federal requirements by 2.5 percent.
- Completed management information system enhancements which merged fiscal and client data, computerized existing reports, and generate new statistical, fiscal and program evaluation information.
- Secured additional state funds to provide cognitive and vocational adjustment training to 74 clients with traumatic brain injuries who, without such funding, would not receive these services.
- Strengthened interagency service coordination by:
 - maintaining a cooperative venture with the Institute for Human Resource Development and the Connecticut Job Service to continue a statewide computerized job bank, targeted specifically towards matching the needs of employers with those of individuals with severe disabilities. This year, the job bank, known as Select Ability Matching (SAM), received 227 applications and placed 89 persons in jobs;
 - implementing one statewide and four local interagency cooperative agreements among the Departments of Mental Health and Mental Retardation, the Board of Education and Services for the Blind and the division to coordinate service delivery and funding for individuals with severe disabilities;

- revising and implementing a cooperative agreement between the Veterans Administration and the division, resulting in increased referrals and improvements in service delivery for clients of both agencies;
- revising the State Department of Education's interdivisional cooperative agreement, which outlines responsibilities to develop and implement policies and training concerning the transition of students with disabilities from school to work; and
- developing and implementing an agreement with the Connecticut Traumatic Brain Injury Association, Inc. (CTBIA) to expand rehabilitation services and promote education and research to enhance the functioning level of persons with head injuries.
- Continued a strong commitment to provide individualized rehabilitation services to deaf and hearing-impaired clients through the hiring of specialized staff.
- Strengthened linkages with school districts to allow for smooth transition from school to work for students with disabilities through:
 - administration of a state-legislated and nationally recognized project to expand vocational rehabilitation services to secondary school students in Bloomfield, Hartford, West Hartford and Wethersfield;
 - a contractual position funded jointly by the division and the State Department of Education's Bureau of Special Education and Pupil Personnel Services to coordinate Department initiatives in this area;
 - increased statewide coordination with local education administrators, special education personnel and planning and placement teams;
 - the provision of training for school district staff regarding wage and hour legislation, supported employment techniques, and development of cooperative work experiences for students with disabilities; and
 - the assignment of vocational rehabilitation counselors as liaisons to all local school systems to ensure that students with severe disabilities who have not been designated as requiring special education services are given every opportunity to access vocational rehabilitation services.
- Generated local action plans to increase adult education opportunities for persons with disabilities and provided joint training for division staff and local adult education personnel through cooperative efforts (Project CARE) between the division and the State Department of Education's Bureau of Adult Education.
- Established a partnership with The Rehabilitation Engineering Center for Technology Resources, one of two federally funded rehabilitation engineering centers in the nation, to supplement the division's existing rehabilitation engineering services and conduct an analysis of different methods to incorporate technology into the rehabilitation process.

- Initiated improvements in case management practices by:
 - instituting a quality assurance case review system;
 - developing a casework desk reference for field staff;
 - completing a study of 200 client medical and psychological consultative reports and developing a system to ensure the integrity and quality of medical and psychological consultations;
 - evaluating the division's process to determine client eligibility for services, and developing an action plan to improve this process;
 - initiating an interim client eligibility process to reduce delays in services; and
 - implementing approved state regulations to ensure uniformity and consistency of division policy and procedures.
- Enhanced supported employment opportunities by:
 - securing \$440,000 in federal funding for the third year of a five-year grant from the U. S. Department of Education, Office of Special Education and Rehabilitative Services, to develop employment systems for individuals with severe and multiple disabilities;
 - developing and implementing three model programs with service providers for the provision of supported employment services to individuals with traumatic brain injuries or a dual diagnosis of chronic mental illness and mental retardation; and
 - soliciting proposals from community-based service providers to develop innovative supported employment opportunities based on natural support systems at work sites.
- Established a fifth consumer-controlled, community-based center for independent living to serve the Greater New Haven Area.
- Conducted comprehensive independent evaluations of the four existing centers for independent living through the Research and Training Center on Independent Living, Lawrence, Kansas.
- Identified five-year goals, objectives and indicators of achievement for the division's five-year strategic plan, and hosted five public forums to allow opportunities for comment on the division's future activities.
- Received an independent evaluation of its activities, funded by the General Assembly and conducted by MetaMetrics, Inc., which resulted in a report that was extremely positive regarding the performance and effectiveness of the division and its staff.
- Initiated an assessment of client satisfaction with vocational rehabilitation services and began to evaluate the need for new and/or expanded services provided by rehabilitation facilities.

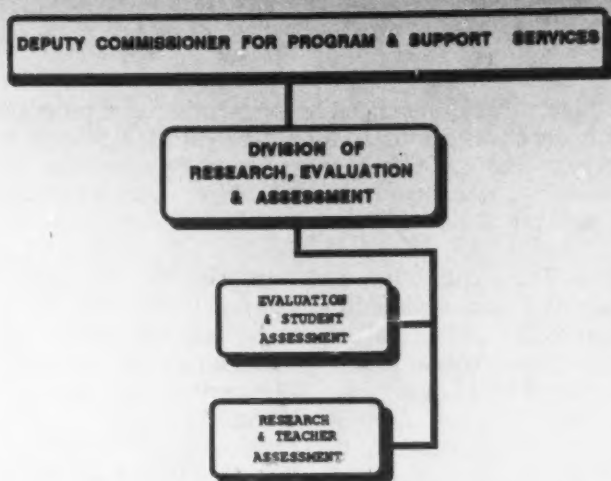
- Developed and presented an orientation program to all new employees of the division outlining the organizational mission, structure, policies and procedures of the State Department of Education, Division of Rehabilitation Services, including affirmative action policies, state and professional codes of ethics and employee benefits, rights and responsibilities.
- Conducted joint training programs with the Departments of Mental Health and Mental Retardation, the Governor's Committee on Employment of People With Disabilities, the Institute for Human Resource Development, the University of Connecticut's University Affiliated Program, the Connecticut Association of Rehabilitation Facilities, and the Connecticut Association of Persons With Learning Disabilities.

Table 5
Division of Rehabilitation Services
Resources

General Fund						
	Positions	Personal Services	Other Expenses	Other Current Expenses	Equipment	Grants and Other Payments
Division Director	1	\$ 77,917	\$4,432	\$40,000	-	\$5,209,084
Disability Determination Services	-	-	-	-	-	-
Bureau of Client Services	7	363,178	-	-	-	-
Division Total	8	\$441,095	\$4,432	\$40,000	-	\$5,209,084

- Initiated training on social role valorization and empowerment for managerial and field staff.
- Published the first issue of *The Rehab Review*, a newsletter highlighting the division's activities and accomplishments.
- Created brochures, with the assistance of Southern New England Telephone Company, directed at business and industry to develop employment opportunities for persons with disabilities.

Federal and Other Funds				
Positions	Personal Services	Other Expenses	Equipment	Grants and Other Payments
-	-	\$ 41,470	\$16,280	-
95	\$ 5,940,582	3,851,865	-	-
201	8,454,533	2,470,035	-	-
296	\$14,395,115	\$6,363,370	\$16,280	-



The central purpose of the Division of Research, Evaluation and Assessment is to ensure that Department staff, Connecticut educators and citizens have the information they need to direct and operate effectively the public elementary and secondary schools of the state. Staff members of the division prepare information, regularly and on request, in forms useful to state and local policy makers, program managers and the public. Technical assistance and publications cover research findings, testing and assessment results, program evaluations, policy analyses, and reports on Department activities and on the condition of education in the Connecticut public schools. It is the division's responsibility to incorporate these findings into policy recommendations concerning the educational interests of the state.

The division is comprised of two bureaus. The Bureau of Evaluation and Student Assessment performs the functions of data collection and analysis, program evaluation and student assessment and testing. The Bureau of Research and Teacher Assessment performs the functions of research services, teacher examination and teacher performance assessment.

Bureau of Evaluation and Student Assessment

Staff members provide consultative services, statistical information and policy analyses concerning achievement of elementary and secondary students in Connecticut public schools. In addition, staff members monitor the quality and effectiveness of major federal and state education programs. Finally, the Department designs data systems that monitor and assess the characteristics of Connecticut students, programs and school districts.

Student assessment and testing. Staff members develop, administer and report on the results of the Connecticut Mastery Test, which is administered to 120,000 Connecticut students in Grades 4, 6 and 8, and retests in Grades 9-12. This testing program evaluates student performance against a set of specific learning outcomes or objectives in mathematics, reading and writing that Connecticut teachers and citizens have identified as essential. The results are published at the state, school district, school, class and individual levels. In 1989, the Department also launched a major test development effort to design and develop innovative performance assessments for high school science and mathematics. The assessment staff also provides ongoing technical assistance to local school districts in the areas of test development, longitudinal analyses, test equating and test norms.

Program evaluation. In 1988-89, systematic and intensive evaluations were produced to measure and report on the performance of public educational programs. The academic progress of 54,000 students in compensatory education programs was monitored, as were the basic skills and English language proficiency of approximately 12,000 limited-English-proficient students

enrolled in state-mandated bilingual education programs. The impact of the beginning teaching experience was evaluated for more than 3,000 student teachers who were paired with cooperating teachers and 1,500 beginning teachers who were paired with trained mentors. Formative evaluations were also implemented by program evaluation staff in the areas of special education, dropout prevention and summer school.

Data collection and analysis. The Department has centralized its data collection and analysis systems including, but not limited to, the racial/ethnic status of students statewide, enrollments of special education and vocational education students, and nonpublic school enrollment. Annual federal and national reports and statistics are prepared for the National Center for Educational Statistics. Noteworthy recent accomplishments included preparation of special analyses for the Commissioner's racial equity initiatives; publishing of informational reports on minority students and staff, nonpublic schools, and the annual data acquisition plan; and processing of approximately 80,000 individual student special education records for state and federal grants.

Bureau of Research and Teacher Assessment

Staff members provide consultative services, statistical/research information and policy analyses concerning key indicators of the condition of education in Connecticut, the competency and quality of newly hired Connecticut public school teachers, and the development and implementation of evaluation strategies and methods for assessing the professional knowledge and pedagogical content knowledge of Connecticut teachers.

Research services. This unit provides information about the condition of elementary and secondary education in Connecticut. It has developed and continues to monitor and report on the Indicators of Success, which are the public accountability measures of the State Board of Education's Comprehensive Plan. It conducts and supports research studies on schools, staffing, teacher supply and demand, enrollments and dropouts that are designed to provide information to policy makers.

Teacher examinations. The major responsibilities of this unit are to develop and implement a comprehensive paper and pencil testing program for licensing prospective teachers. Three separate testing programs are represented: the CONNCEPT Program, which tests essential skills in reading, writing and mathematics; the CONNTENT Program, which tests subject area knowledge in up to 23 subject areas; and the CONNECT (elementary education examination) Program, which is a customized test to assess the competency of prospective elementary education teachers. These testing programs require close coordination with higher education and the General Assembly.

Teacher performance assessment. This unit is charged with the implementation of the Beginning Educator Support and Training (BEST) Program. This program fulfills the legislative mandate (Section 10-145f of the Connecticut General Statutes) to evaluate beginning teachers on a professional knowledge clinical assessment based upon the 15 Connecticut Teaching Competencies. Overall, the unit is responsible for evaluating up to 1,500 beginning teachers a year and coordinating throughout the year a total of 9,000 independent classroom observations (six visits per beginning teacher).

Assessment of the classroom performance of beginning teachers within the BEST Program is designed to assure that all new teachers with initial educator certificates demonstrate professional standards of teaching competency. In addition, starting in 1991, beginning teachers in Connecticut will be required to demonstrate teaching competence by passing oral examinations or "semistructured interviews" as part of the BEST Program.

Major Achievements

The Division of Research, Evaluation and Assessment was responsible for the following major achievements:

- Administered the statewide Connecticut Mastery Testing Program in Grades 4, 6 and 8 to 120,000 students, produced 45 customized district research reports, and implemented new computer software, Mastery Test Information Systems (MTIS), to assist 45 districts in instructional uses of mastery test information. (Board Goals I, VI, VII)
- Completed the first State Board of Education report on four perspectives of student achievements in Connecticut which included (a) equal educational opportunity analyses of the Connecticut Mastery Test, (b) normative achievement information as it relates to Mastery Test performance, (c) longitudinal analyses of Mastery Test data based on the provision of vertical scales, and (d) a special report on high-performing schools in Connecticut. (I, VI, VII)
- Initiated the design of the new Connecticut Common Core of Learning (CCL) assessment under the Connecticut Assessment of Educational Progress (CAEP) Program. (III, IV, VI, VII)
- Received a \$997,000 grant from the National Science Foundation (NSF) to develop, train, field and pilot test and implement a performance assessment system in the areas of high school science and mathematics. (III, IV, VI, VII)
- Prepared the second statewide demographic and fiscal analyses on special education and launched the initial data collection for the statewide evaluation of Connecticut's special education programs. (I, VII)
- Continued development work under a U. S. Department of Education grant to support the collection and reporting of data on special education outcomes as part of Connecticut's special education evaluation plans. (V, VII)
- Completed in-depth program evaluations of the Bilingual Education, Compensatory Education, and Cooperating Teacher/Mentor Teacher programs, and initiated studies for the Birth-to-Three, Dropout Prevention and Summer School Grant programs. (I, II, V, VI, VII)
- Produced 20 state and federal research and statistical reports. (I, II, III, IV, VI, VII)
- Processed more than 79,000 individual student records as part of the Department's Integrated Special Student Information System (ISSIS). (I, VI, VII)
- Gathered and analyzed data on minority students and staff, nonpublic schools and graduate follow-up activities of public and nonpublic school students. (I, II, III, VI, VII)
- Prepared the special analyses and data profiles for the Department's second report on quality and integrated education. (I, VII)

- Prepared the third report on the State Board of Education's Indicators of Success and four chapters of the Condition of Education Report. (VII)
- Produced 18 state and federal research and statistical reports and provided special enrollment projections for 48 school districts. (I, II, III, IV, VI, VII)
- Implemented the participation of approximately 1,000 Grade 8 students in 50 middle/junior high schools as part of the National Educational Longitudinal Study (NELS-88). (I, III, IV, VI, VII)
- Completed and disseminated the second major study of teacher supply and demand in Connecticut and continued to work cooperatively with the six other state education agencies as part of the Northeast Common Market. (I, II, VII)
- Conducted four administrations of the Connecticut Competency Examination for Prospective Teachers (CONNCEPT) for approximately 5,000 prospective teachers, produced and disseminated approximately 7,000 CONNCEPT handbooks, and implemented the first CONNCEPT special administration in Puerto Rico. (II, V, VII)
- Completed the second of three phases of the Connecticut Teacher Subject Knowledge Examination Program (CONNTENT) involving the statewide validation and standard setting for six additional National Teacher Examination (NTE) tests, and initiated test validation work in the remaining seven subject areas. (II, VI, VII)

Table 6
*** Division of Research, Evaluation and Assessment Resources**

General Fund						
	Positions	Personal Services	Other Expenses	Other Current Expenses	Equipment	Grants and Other Payments
* Research, Evaluation and Assessment	24	\$939,633	\$505,808	\$1,147,091	-	-

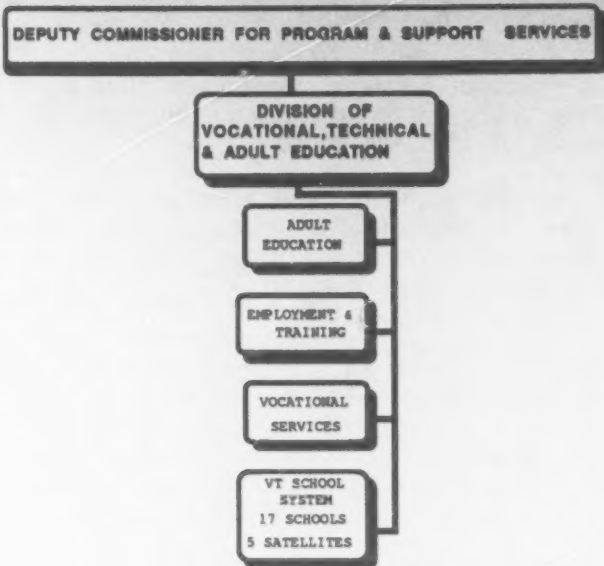
* The Division of Research, Evaluation and Assessment was established during fiscal year 1988-89. Previously, this area was a staff office, the Office of Research and Evaluation. The budget figures here reflect the office structure rather than the division structure (division director plus bureaus). Future reports will present these figures using the division/bureau breakdown.

- Conducted the pilot testing in Connecticut and several cooperating states (e.g., California, Pennsylvania and New York) of the new customized Connecticut Elementary Educator Examinations. (II, VI, VII)
- Completed the development and statewide pilot testing of the Beginning Educator Support and Training (BEST) Program, involving 67 pilot school districts, and conducted approximately 1,200 individual classroom observations. (II, VI, VII)
- Completed the training of 250 Connecticut teachers, administrators and higher education professionals as assessors for the BEST Program. (II, VI, VII)
- Completed the development and the initial content validation work on the third version of the Connecticut Competency Instrument, with direct participation of several hundred Connecticut educators, and initiated the statewide pilot testing for establishing the assessment standards to be used in 1989-90. (II)
- Completed the National Governors' Association (NGA) grant that established an Interstate Consortium for New Teacher Assessments, secured additional external funding support for the pilot testing of Connecticut's instruments in California, began work on seven subject matter pedagogical assessments and completed the development of an independent scoring system in secondary mathematics. (II, VI, VII)

Federal and Other Funds				
Positions	Personal Services	Other Expenses	Equipment	Grants and Other Payments

6 *

* These positions supported by funds reported elsewhere in this report.



The Division of Vocational, Technical and Adult Education is comprised of the Vocational-Technical School System and three bureaus devoted to adult education, employment and training, and vocational services.

The division operates the regional vocational-technical schools and satellites; plans, funds, evaluates and provides technical assistance for secondary, postsecondary and adult vocational education programs; provides youth and adult job training and adult basic education; administers the General Educational Development (GED) or high school equivalency program; approves private occupational schools; and provides administrative services for the State Occupational Information Coordinating Committee (SOICC).

Vocational-Technical School System

The state's Vocational-Technical School System consists of 17 regional vocational-technical schools and five satellite operations. The schools' mission is to provide intensive occupation-specific training below the associate's degree level. This equal opportunity program is offered for youth and adults in collaboration with business, labor and community groups in preparation for the demands of the 21st century.

Academic instruction is provided to ensure that students will be career-directed and will possess communications, problem-solving and citizenship skills which allow them to be productive, adaptable and contributing members of society. The goal of the regional vocational-technical schools is to increase employability of Connecticut citizens and to stimulate economic growth by providing comprehensive training in 44 occupational areas. Although the primary population served is high school students who receive both an academic program and trade training, adults participate in postgraduate, apprenticeship and adult programs.

Curriculum and teaching. Staff consultants provide direction and consulting services for academic and trade programs offered in the schools.

School services. Consultants offer assistance and direction concerning guidance, special education, remedial reading, bilingual education, Chapter 1 program and psychological services provided in the schools.

Adult students. A variety of programs for adults is offered by the vocational-technical schools. Postgraduate extension programs, primarily for individuals who are registered apprentices, are carried out in cooperation with the Connecticut Apprenticeship Council, which sanctions apprenticeship training in the state. Evening Trade Extension classes meet the needs of a variety of students. The schools also provide supplementary classes designed to provide additional training or upgrading for persons employed in a trade or health field, and offer trade preparatory classes to prepare individuals for employment in a trade or related field. In addition, courses for lifelong learners are offered in many schools.

Building operations and maintenance. The staff is responsible for managing all renovations and new construction for all the schools in the system.

Bureau of Adult Education

The Bureau of Adult Education continuously seeks to improve the availability and quality of education and training for adults. The two units which carry out the activities of the bureau are the Basic Skills Unit, which includes the Adult Education for Basic Skills and High School Equivalency Testing sections; and the Adult Vocational Education Unit, which includes the Private Occupational School Approval, Veterans Education, and Special Vocational/Adult Projects sections.

Adult education for basic skills. Staff members develop programs and provide technical assistance primarily to help communities, businesses and other groups target the needs of youth and adults who are served, including those who have dropped out of school prior to completing 12th grade, those who do not read, write and compute at the secondary level, those who are non-English-speaking and those who need vocational and occupational training. This unit also issues Statement of Age Certificates to youth seeking jobs and Vocational Permits to youth on probation. It also staffs the Coalition for Literacy.

State high school diploma program. Staff members administer the General Educational Development (GED) testing program, which appraises the educational development of adults who leave school before completing their formal high school education. The program provides Connecticut adults with a second chance to obtain a high school diploma. In 1988-89, 6,161 state residents took the GED examination; as a result, 4,213 diplomas were awarded to successful applicants (3,870 passed the English form and 343 passed the Spanish form). The section also reviews other credentials and evidence for awarding the diploma in accordance with state statute.

Private occupational school approval. The staff reviews and recommends for approval private occupational schools which offer programs designed to provide skills for employment in particular trade, industrial or service occupations. Together, these schools enroll approximately 32,000 students. Certification of authorization from the commissioner of education, required by statute for program approval, is based upon the results of staff inquiries into the adequacy of course content, training and experience of instructors, financial stability and responsibility of the school and truthfulness of advertising claims. This section, in addition, monitors the Private Occupational School Protection Fund.

Veterans education. This section is responsible for approving programs of education enabling eligible veterans, their eligible dependents and service persons who enroll in these

programs to receive educational assistance benefits from the Veterans Administration. Staff members act as agents for the State Board of Education, which has been designated as the State Approving Agency for evaluating, approving and supervising Connecticut-based schools. Staff participate in seminars and meetings with state and national veterans groups and periodically issue school and course directories and other information for veterans.

Bureau of Employment and Training

The Bureau of Employment and Training administers three programs, Jobs for Connecticut Youth, the Job Training Partnership Act and the Vocational Education Grants for Excellence (VEGE), which serve to prepare disadvantaged out-of-school youth and adults, single parents and homemakers to enter the work force. It also administers the gender equity provisions of the Vocational Education Act and the Methods of Administration for Civil Rights Compliance, and provides administrative services for the State Occupational Information Coordinating Committee.

Jobs for Connecticut Youth (JCY). JCY continues to demonstrate the importance of focusing on coordination and collaboration in the planning and delivery of services for at-risk youth. The initiative involves representatives from local business, industry, education, labor and public service organizations. They are organized into ten Area Action Teams (AATs) responsible for planning, coordinating, funding and evaluating programs which make maximum use of existing resources, avoid duplication and engender community support. Four new areas were organized during the program year. During the 1988-89 program year, 1,736 at-risk youth participated in basic skills and vocational training programs at an average cost of \$394 per participant. Staff from the division assisted local personnel in coordinating the use of the federal, state and local resources available.

Job Training Partnership Act (JTPA). The bureau staff administers the State Education Coordination and Grants program authorized under the federal Job Training Partnership Act. Staff members work with a broad spectrum of local agencies in planning, designing and conducting a variety of programs to provide training and services to disadvantaged Connecticut residents. Program efforts during 1988-89 focused on basic skills, dropout prevention and remediation services for hard-to-serve populations. The program served 800 participants in 1988-89.

Gender equity coordination. Staff activities are designed to increase the access of males and females to the full range of vocational and career options available and, based on the personal talents and interests of students, to eliminate traditional sex stereotyping in vocational choices. The staff manages the displaced homemaker, single parent and adult education programs under the Carl D. Perkins Vocational Education Act. These programs provide support services, including vocational counseling, prevocational training and occupational training, and provide to local school district staff and students in-service programs to eliminate sex bias. These activities are coordinated through the Vocational Education Grants for Excellence (VEGE) and a separate Gender Equity Request for Proposal targeted to specific problem areas.

Civil rights enforcement. The Bureau of Employment and Training administers the agency's methods of compliance with the civil rights regulations which are binding on the State of Connecticut. The agency carries out its responsibilities through a combination of on-site reviews and desk audits to determine if vocational programs are operating in compliance with federal civil rights laws, including Title IV of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973.

State Occupational Information Coordinating Committee (SOICC). SOICC's activities serve to improve the skills for future employment of students and adults in the state. This

is done through providing career and labor market information for use in career decision making, as well as providing occupational information for use by educational planners and job training officials.

Bureau of Vocational Services

The Bureau of Vocational Services assists local school districts with a wide range of services designed to enhance the quality of vocational education programs.

Curriculum and program development. The staff develops, updates and disseminates vocational curriculum and guidelines for vocational programs, including special services and activities for disadvantaged students and students with disabilities. Staff members work closely with professional and business associations and higher education institutions to enhance the quality of vocational education instruction and to provide both preservice and in-service activities for professional personnel.

The staff encourages the development of exemplary programs and projects designed to improve the delivery of vocational programs and to identify and disseminate information about successful vocational education program practices. The bureau provides technical assistance in the areas of business education, consumer and occupational home economics, cooperative work education/diversified occupations, health occupations, technology education, marketing education, vocational agriculture education, trade and industrial education, and vocational guidance.

Formula and competitive grants. The staff provides technical assistance to all local school districts, institutions, contractors or others who receive vocational entitlements or grants under state and federal legislation. Staff members help recipients prepare grant applications and review and process proposals for competitive grants and special projects.

Vocational education program compliance. The staff monitors up to 20 percent of all entitlement programs in a process which includes on-site visits and written evaluations.

Vocational student organizations. The staff coordinates the activities of six vocational student organizations with an active membership of nearly 10,000 students: the Connecticut Technology Education Student Association (CT-TSA); Distributive Education Clubs of America (DECA); Future Business Leaders of America (FBLA); Future Farmers of America (FFA); Future Homemakers of America/Home Economics Related Occupations (FHA/HERO); and Vocational Industrial Clubs of America (VICA). Staff duties include supervising students participating in state, regional and national activities; providing in-service programs for present and prospective local and state advisors and officers; and conducting seminars and conferences to help young adults develop vocational competencies as well as awareness of civic, social and moral responsibilities. Staff members also endeavor to establish relationships with the business and industrial communities and to encourage relevant, up-to-date vocational instruction in local high schools.

Major Achievements

The diverse activities of the Division of Vocational, Technical and Adult Education relate to six of the State Board goals.

- Developed a systemwide mathematics, science and technology initiative to strengthen curriculum, textbooks and program scope and sequence. (Board Goal VI)

- Implemented the Student Assistant Model (SAM) to formulate an approach to dealing with underachievement and problem behaviors of troubled youth. The SAM approach promotes early identification of troubled youth and provides life skills and support services leading to higher school achievement, decreased truancy and reduced dropout rates. (I)
- Developed a new special education policy and process for students within the Vocational-Technical School System who are hospitalized for psychiatric and/or substance abuse problems. (I)
- Developed, for State Board approval, a Policy on Adult Education and a new Adult High School Credit Diploma Program. Both of these actions are aimed at serving more adults in the Vocational-Technical Schools. (IV)
- The Connecticut Vocational-Technical School System (Emmett O'Brien RVTS), in cooperation with United Illuminating, built an energy-efficient home in Milford as part of the Vocational-Technical School System's educational program and UI's Good Cents program. This school/business collaborative effort will serve as a model for similar joint projects in the future. (VI)
- Designed and initiated the implementation of the Connecticut Adult Education System (CAES), which will provide a computerized data management system for report generation capabilities and unify adult education sites through the use of a statewide telecommunication network connected to a centralized data processing service center. (IV)
- Continued integration of the Common Core of Learning throughout the Vocational-Technical School System at both the school building and student levels. (VI)
- Continued the facility expansion of the Vocational-Technical School System at H. H. Ellis Vocational-Technical School in Danielson, Windham Vocational-Technical School in Willimantic, Vinal Vocational-Technical School in Middletown, A. I. Prince Vocational-Technical School in Hartford and the Howell Cheney Satellite in Enfield. (VIII)
- Distributed \$6.2 million (estimated) in state funds and \$1.5 million (estimated) in federal funds to 162 programs and special projects for adult education programs to teach basic skills, English as a Second Language, secondary school preparation and functional competencies to undereducated adults, and to train adult education professionals. (IV)
- Implemented the Connecticut Adult Performance Program (Project CAPP) by:
 - Providing assessment training to 12 school districts;
 - Conducting initial awareness training of Project CAPP in 18 new school districts, bringing the total to 49 participating districts;
 - Coordinating a data collection plan for evaluation of CAPP programs; and
 - Offering CAPP Adult Education Institutes for teachers of English as a Second Language and piloting learning modules for basic skills instruction for adults. (IV)
- Formulated and implemented interagency plans and agreements to address the following issues affecting adult education programs: (1) the delivery of training opportunities from literacy and ESL, through high school completion, and on to specialized health care occupational training through an agreement with Union 1199 (a

group of convalescent homes located throughout Connecticut); (2) the development of a formalized competency-based management system to assess the literacy, math and basic skills levels of incoming Aid to Families with Dependent Children and Job Connection clients in cooperation with the Department of Income Maintenance; and (3) the initiation of Linkages for an Education and Rehabilitation Network (L.E.A.R.N.) for special adult learners with the Division of Rehabilitation Services. (I, III)

- Developed and executed, on behalf of the Coalition for Literacy, a program which provided eight mini-grants to organizations throughout the state to establish regional literacy coalitions. (IV)
- Monitored existing private occupational school programs at 48 sites, reviewed 25 new schools for possible operation as private occupational schools, conducted 15 on-site evaluations concerning school approval, and assessed 134 applications from participating educational institutions regarding the approval of new or revised programs. (III, IV)
- Planned, organized and hosted a two-day national conference for state administrators of private occupational schools at which 40 participants discussed mutual problems and attended seminars regarding state regulation responsibilities. (III, IV)
- Initiated the planning process for the implementation of a new, major (\$3 million) Coordinated Education Training Opportunities grant program designed to effect the development of an integrated employment and training system in ten regions of the state. (III)

Table 7
Division of Vocational, Technical and Adult Education
Resources

General Fund						
	Positions	Personal Services	Other Expenses	Other Current Expenses	Equipment	Grants and Other Payments
Division Director	7	\$ 393,116	\$ 166,271	-	-	-
Bureau of Adult Education	17	786,230	151,177	-	-	-
Bureau of Employment and Training	2	-	34,218	\$1,119,835	-	-
Bureau of Vocational Services	6	294,797	174,114	-	-	-
Regional Vocational-Technical Schools	1,551	51,219,276	9,206,011	-	\$462,643	-
Division Total	1,583	\$52,693,419	\$9,731,791	\$1,119,835	\$462,643	-

- Developed a Request for Proposal, "Connecticut's Future: An Employment and Training Program for Urban Youth," designed to direct services to the "hardest-to-serve" by providing coordinated delivery of comprehensive services in one of Connecticut's three largest cities. Resources will be available for three to five years in the amount of \$300,000 per year. (I, III)
- Prepared and distributed 50,000 copies of *Connecticut Career Paths*, a SOICC publication dedicated to assisting Connecticut residents in the career decision making process, and distributed three SOICC newsletters highlighting new developments and trends relating to career and labor market information. (III)
- Awarded approximately 17 grants totalling more than \$300,000 for vocational education programs that eliminate gender bias, and funded a number of conferences and activities for displaced homemakers, teen parents and women in technical careers. (I, III)
- Developed for State Board approval the first Policy Statement on Vocational-Technical Education in Comprehensive High Schools. (III)
- Administered \$1 million in federal and \$2 million in state funds in grants for vocational education high technology equipment, and \$8 million for federal vocational education grant programs. (III, VI)
- Developed, in cooperation with the community colleges, curricula awarding college credit for vocational courses taken in comprehensive high schools, and conducted a statewide assessment of secondary school cross-credit programs. (III)
- The Plastics On Wheels (POW) program, in its sixth year of operation, served more than 250 students in the mid-state area of Connecticut. (VI)

Federal and Other Funds

	Positions	Personal Services	Other Expenses	Equip- ment	Grants and Other Payments
	6	\$ 225,523	-	-	\$9,116,863
	6	158,426	\$ 187,373	-	-
	9	565,714	153,075	-	-
	33	2,080,056	28,903	-	-
	44	2,079,143	1,740,219	-	-
	98	\$5,108,862	\$2,109,570	-	\$9,116,863

It is the policy of the Connecticut State Board of Education that no person shall be excluded from participation in, denied the benefits of, or otherwise discriminated against under any program, including employment, because of race, color, sex, national origin, religion, age, mental or physical disability, mental retardation, or marital status.

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